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Educational Television Series 1968-69

Teachers' Guide

DEPT. OF EDUCATION
HISTORICAL COLLECTION

Occupations

INTERMEDIATE DIVISION

Educational Television Branch
ONTARIO DEPARTMENT OF EDUCATION
1670 Bayview Avenue, Toronto 17

OCCUPATIONS
Intermediate Division

6 programs, 25 minutes each.

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1670 Bayview Avenue,
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INTRODUCTION

This initial series of six telecasts is organized in pairs of complementary programs devoted to three subject areas: Food Service, Automotive Service and Retail Merchandising. While the telecasts are intended primarily for students in the Occupations Courses they should be viewed by students in the Intermediate Division Opportunity Classes as well. The parents of students in all of these courses might be invited to view the broadcasts.

These programs are experimental and in some ways unique in format. Students enrolled in Occupations Courses describe their activities at school and on the job. People are shown in their normal situations wherever possible.

This series conveys some of the enthusiasm and pride that students and teachers of these courses exhibit. As the titles suggest, all of the programs are devoted to vocations which serve the public. Jobs in service areas require special skills and attitudes which can be developed in young people who, through differences in interest or aptitude, do not enter academic, commercial or technical courses. These skills and attitudes are described in detail in the programs.

Humours vignettes are used to emphasize important points. These episodes are exaggerated to prevent confusion with the *actual* scenes depicted.

PROGRAM 1

FOOD PREPARATION

This program shows the skills and knowledge required in the preparation of the food served in a restaurant.

PROGRAM CONTENT

The telecast opens with a humorous sequence which demonstrates the necessity for careful planning and preparation of meals intended for public consumption. Following this sequence, a student at the Food School at Tabor Park Vocational School describes the procedure followed which ensures efficiency in the kitchen and satisfaction to the customer. This section relates the lessons of the school to their practical application in a restaurant. The procedures described include: ordering food stuffs, proper storage, using recipes, cooking, and arranging the food on a plate.

SUGGESTED PRE-VIEWING ACTIVITIES

1. The class could draw up a list of their main complaints about restaurant food.
2. Discuss some of the problems inherent in the preparation of large quantities of food; for example, timing the preparation of all elements of a meal to ensure that they are completed at the same time.

SUGGESTED POST-VIEWING ACTIVITIES

With reference to the telecast, the class could discuss the list of complaints made prior to viewing. In addition, they could show how the cause of each complaint is eliminated in a good restaurant.

notes

PROGRAM 2

SERVING THE CUSTOMER

This program shows how well-prepared food should be served in a restaurant.

PROGRAM CONTENT

Again humour is used to open the program. Examples are shown of poor restaurant service which causes irritation to the customer and loss of profit to the restaurant owner. The opening is followed by the commentary of a host, who is a customer, and a student who is a waitress in a restaurant. The student demonstrates and describes the proper steps in serving a meal: taking the customer's order, placing the order in the kitchen, serving the various courses, and presenting the check. Emphasis is placed upon good grooming, a pleasant manner and efficiency on the part of a waitress.

SUGGESTED PRE-VIEWING ACTIVITY

Discuss the skills and personal traits required for success as a waitress (or waiter). A list of these might be composed.

SUGGESTED POST-VIEWING ACTIVITY

Students could compare the qualities listed prior to viewing with those brought out in the program.

notes

PROGRAM 3

THE PUMP ISLAND SERVICEMAN

The purpose of this telecast is to show the work of the automotive serviceman as a salesman meeting the public.

PROGRAM CONTENT

The program outlines the procedures followed by a good salesman at a service station to satisfy the customer and protect the automobile. As the person at the service station who is the main contact with the public, the pump island serviceman must have some manual skills, some technical knowledge, but most important, the proper attitude towards his work and his customers. The program emphasizes the importance of good grooming and good manners. A description of the work is given by an Occupations Course student and his employer at a service station.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Discussion could focus on the impact of the automobile upon the life of modern man. This could point to the essential role of the service station.
2. The following questions could be examined. Who works in service stations? What is the role of the pump island serviceman? What is his prime function? (Try to emphasize the qualities necessary in a automotive serviceman). Is this a useful occupation?

SUGGESTED POST-VIEWING ACTIVITY

Discussion of the content of the program might revolve around an examination of working conditions, salary, and so on. Is a job as a pump island serviceman a "good job"?

notes

PROGRAM 4

IN FOR SERVICING

This program examines the duties and responsibilities of a Lubrication Bay Serviceman.

PROGRAM CONTENT

This telecast shows the servicing of an automobile in the lubrication bay of a service station. The operations necessary to lubricate the automobile, the safety checks on brakes, linkages and tires, and the careful examination of the automobile, complete the cycle of *preventive maintenance.* The program is narrated by an occupations student, his teacher, and his employer at the service station.

SUGGESTED PRE-VIEWING ACTIVITIES

Point out that the safety of the driver of an automobile depends to a degree upon the condition of his vehicle. Emphasis could be placed on the importance of the work done to keep a vehicle in good mechanical condition and the responsibility which rests upon the serviceman who does the work.

SUGGESTED POST-VIEWING ACTIVITIES

1. A discussion could be held on the necessity for *trained* personnel in the lubrication bay of a service station.
2. The class could list the routine which *must* be carried out to ensure the safe operation of a vehicle.

notes

PROGRAM 5

RETAIL MERCHANDISING

Behind The Scenes

This program shows how merchandise is received, added to the stock and placed on the shelves of a large department store.

PROGRAM CONTENT

The opening comic sequence demonstrates the importance of a well-organized stock room. The role of the sales clerk in ordering merchandise and replenishing current supplies from the stockroom, is pointed out. This work is described by a student of the occupations course in Retail Merchandising. Similarly, the duties of a receiving room clerk are demonstrated and described by a second student. A third student outlines some of the work of a stockroom clerk, such as printing and placing price tags. The settings are at an actual vocational school and a large department store.

SUGGESTED PRE-VIEWING ACTIVITY

Perhaps the students could discuss how they obtain an object (an article of clothing, a pen). Where was it bought? Was it made at the store? How did it get to the store? Who ordered it? Emphasis could be placed on the number of people who work "behind the scenes" to deliver merchandise from the factory to the sales clerk to the customer.

SUGGESTED POST-VIEWING ACTIVITY

Assessment of the program content might confirm or deny discussion which went on prior to viewing.

notes

PROGRAM 6

SELLING TO THE CUSTOMER

The purpose of this program is to show the qualities of a good sales clerk.

PROGRAM CONTENT

This telecast opens with a humorous sequence pointing out the deficiencies so often found in poor sales personnel. In contrast, a student of the occupations course in Retail Merchandising shows the qualities which a good sales clerk must possess in order to be successful. The girl describes her duties: placing stock on the shelves, ordering replacement stock, checking price tags, and most important, dealing with the customer. Throughout the program, emphasis is placed on good grooming, a pleasant manner and good deportment; in other words, selling yourself and then selling the merchandise.

SUGGESTED PRE-VIEWING ACTIVITIES

The class could be lead through questions to discover why they buy at a particular store. Do they have a favourite sales clerk? Why? A list could be made establishing those qualities in a sales clerk which are most admired.

SUGGESTED POST-VIEWING ACTIVITIES

1. Discuss any of the following topics in the light of what was shown in the telecast.
   a) Sales techniques – Are they ethical?
   b) Stock control
   c) Shop lifting
2. Compare "soft" sell with "hard" sell techniques (if appropriate to the age level of your class).
3. Compare the qualities in sales personnel as shown in the program with the list prepared prior to the telecast.

notes

Scheduling for this series can be found in the monthly ETVO SCHEDULE sent to all teachers. For long-term planning, reference can be made to the ETV Schedule (Calendar), which lists programming from October to June and was mailed to all teachers. However, it is most important to check the monthly ETVO SCHEDULE for the last minute changes always involved in extensive programming.

OCCUPATIONS